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PAWPRINT

Cal State San Bernardino

Cisar's death shocks campus

Dr. Mary Ann Cisar, who came to Cal State with the opening of the college in 1965, died Monday morning, Dec. 6 in St. Bernardine's Hospital.

Miss Cisar, 39, had been hospitalized for two weeks following a cerebral hemorrhage.

Dr. Cisar, a vital part of the life of the college in many ways, was the first woman to head the Faculty Senate, serving as chairman in 1970-71. She had been a member of the Senate since it was formed and was its first secretary in 1966-67. She served on other major committees including Admissions and Academic Standards, Constitutional Revision and the divisional RPT committee. Dr. Cisar was named to the Foundation Board and was advisor to the Pawprint in 1969-70.

By appointment of President Pfau, she was the college representative to the World Affairs Council of Southern California.

Dr. Cisar came to Cal State following her graduation from Ohio State University, where she earned her Ph.D. in 1965, her M.A. in 1962 and her B.A. in 1959.

A native of Ohio, she is survived by her father, Michael Cisar of Caldwell, Ohio, and a brother, Clement Charles Cisar of Bethesda, Md.

Ed. Note - The information in the preceding obituary could have come from a punch card, but Dr. Mary Cisar was not a statistic, she was a person. Some reminiscences of her colleagues and students reflected this. "One couldn't ask for a better professor. She was very dedicated, and always more than willing and able to help everyone. She could always find time. Even though she was usually assigned large classes, she rarely lost the interest of any student. Cal State has probably lost its only class with over one hundred students, that included more discussions than lectures." Dr. Mary Cisar was a special professor, but she was an even more special woman. It will be a long time before she is forgotten. --rc

A memorial fund is being established honoring Dr. Cisar's personal and professional contribution which will be an addition to the colleges student aid programs may be made at the Social Science Division Office (A-122) or the Financial Aid Office. Funds to support the Cisar Memorial are being collected by John Traylor, a Political Science major, Dr. Ward McAfee, Chairman of the Social Science Division and Doyle Stansel, Financial Aid Office. All contributions will be acknowledged.



Photo by Mark Biddison

Letters

Cisar

Editor:

It has been my privilege for the past two years to have been the student and personal friend of Mary Cisar. Back in my earliest "Paw-print" days she served the staff as faculty advisor -- she knew well when we blew it and was not afraid to let us know. She was also liberal with encouragement and praise when she saw us taking a turn in the right direction in our feeble journalistic efforts. She would chide us unceasingly for failing to bring our problems to her, and every issue which we published would unfailingly be returned to our office replete with red marks indicating where we had gone wrong and perhaps why. She was probably the most tolerant and patient member of the forever-bickering Publications Board whom I have ever known.

In the classroom she was quite the model of strength and knowledge. Unfortunately, I was only able to take a Contemporary Civilizations I course from her; but even within the limiting G. S. structure her talent for teaching shone through. She was continually diverging from the planned lecture to go into depth on ecology -- an area in which she had developed an acute consciousness and was always anxious to stir the same sentiment in her students. Her love for the political arena was equally evident; she was sharp and forever pointing out to us little things occurring right before our blind eyes that we probably never would have realized had she not told us. She made a grand effort to make us aware of the importance of keeping on our toes about what was going on in the world -- for

how can we ever conceive of changing things if we do not first know how they operate?

She could have embarrassed the hell out of me in class many times -- my boyfriend and I sat in the front row poking each other for days on end. She never said a word. When, at the end of the quarter, she told me that my faithful attendance and smiles of encouragement meant much; I knew that she was a for real human being. I'll never forget the warm spring day when I was strolling around campus and came across her holding one of her all-male upper division Poli Sci courses outside. She called over to me, "Come over here and sit down, you might learn something." I can assure you that I did learn something, for that was what she was all about. A natural teacher, some have it and some do not; she had it. This school has experienced one of the greatest losses it will ever know; perhaps one of the more intelligent, foresightful acts it has performed occurred on the day she was hired. My only hope is that we as students can live up to the high educational and human values of which she was the perfect embodiment.

Sincerely and with deepest respect in the advent of her death,

Nancy Saunders

Yee?

Editor:

Why doesn't Mr. 547-62-6266 take his own advice and go out and make some real news instead of spending all his time, as it appears he does from his Dateline, snooping around restrooms reading ur-

cont. page 14

Culture Counter

A General Store for the Counter Culture

Christmas Gifts for Under \$3.00
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Volume 7, Number 8, December 13, 1971

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What's going on?

Awards Given

The Financial Aid Office is now accepting applications for two special scholarships to be awarded in early January, according to Kate Wilson, Financial Aid Advisor. Two awards, \$500 each, will be given to individuals preparing for teaching careers - one at the elementary level and one at the secondary level. The awards will be awarded by the state-wide P.T.A. organization for the first time at CSCSB, and will be given annually to qualified candidates.

To qualify, an applicant must be enrolled in, or have completed Education 330, Psychological Foundations of Education, have need for financial aid, and have an above average academic record.

The application deadline is Friday, December 16. Application forms are available in the Financial Aid Office, SS-118.

Students currently receiving financial aid may apply for these awards. The final selection process will involve review by the Education Department faculty and the College Committee on financial aid.

The regular application period for scholarships and other financial aid for the 1972-73 academic year is January 1 to May 1, 1972.

SECOND FLU SHOT

All interested faculty, staff and students may obtain their second flu shot at the Student Health Center (A-117) from December 1 - 15th at the following times: Monday, Tuesday, Wednesday and Friday, 11:30 to 1:20.

This service is free to all students.

If the faculty or staff member obtained his first flu shot here this fall, the second shot is free. If this is to be his first shot this year, there will be a \$1.00 fee, payable at the Bursar's Office before coming to the Health Center.

Influenza protection is especially urged for those with chronic illness (especially heart or lung disease) and those particularly susceptible to respiratory infections.

This is a more purified form of the vaccine this year and does not cause as many side effects.

Summer Jobs

Pamphlets which describe summer job opportunities in federal agencies are available in the Placement Office, SS-122.

According to Doyle Stansel, Placement Officer, students interested in this type of summer employment should apply by January 7 for the special test to be given February 12. The last date to apply for the March 11 test date is February 2.

Students with very high academic records and two years of college may file without taking the exam. Some specialized jobs have early application deadline dates and students are encouraged to begin their planning at this time.

Student Research Associates

Applications are now being taken for Student Research Associates, a program sponsored by the California Heart Association. The purpose of the program is to encourage science students to consider careers in cardiovascular research.

Students are assigned to leading research laboratories in California for a ten week period during the summer. Arrangements can be made for special assignment at other times of the year. Students will receive a non-taxable stipend of \$750.

A CSCSB student was selected to participate in this program in 1967.

Information on the program is available at the Financial Aid Office, SS-118.

Application deadline is February 1.

Lost and Found

"If you have lost anything on campus this year, check with the Lost and Found at the College Police office. A large number of books, articles of clothing, and jewelry will soon be disposed of in accordance with the College's Lost and Found Policy, so be sure to inquire about items as soon as possible."

Calendar

Friday December 10

LAST DAY OF CLASSES

Movie "Camelot" 8:00 p.m. PS-10

Saturday December 11

Nothing Scheduled

Sunday December 12

Outdoors Club Hike to Devil's Punchbowl 9:00 a.m. Mkt. Bskt.

Women's Distance Running Meet 11:00 a.m. PE Fields

College Chorus Christmas Concert 8:15 p.m. PS-10

Reception following in Physical Science Building Lobby.

Woman to Speak

On December 10, women from the California Rehabilitation Center at Patton will be on campus to discuss the penal reforms needed in California's penal institutions. They will be speaking at 1:00 in PS. 202. All interested students and faculty are invited to attend.

Ecology Plus

The Ecology Plus Association will have its meeting on Friday, December 10, at 7:30 p.m. at the First English Lutheran Church, 1354 N. "G" Street, San Bernardino, in the rear of the church.

The meeting is open to the public and anyone interested in our environment and helping to solve its problems are invited to attend. The group has a site at the Naval Reserve Center, 4th & Waterman, San Bernardino, and is using it as an office of information and a drop-off center for recyclable materials. For further information, contact the center at 884-9607 or Mrs. Webb at 825-5493.

Campus Christmas Cards

Let Faculty wives send your Christmas cards to the campus community. Any donation to the Faculty Wives Scholarship Fund and your name will be posted in the school building wishing all a Happy Holiday Season. Bill Newell, in Sociology, received this year's grant. Make checks payable to: Cal State Faculty Wives Scholarship Fund and send them to: Mrs. Naomi Saylor, 235 W. 55th Street, San Bernardino, 92407.

Attention

San Bernardino's only attorney solely concerned with the draft, John Ingro, will explain the new draft law to all interested students tomorrow in the Student Services Conference Room from noon to one thirty.

Jackson Fund

Lehemiah Jackson is now in jail for Conspiracy to commit the murder of two Riverside policeman. A murder he would have had to plan in three days. During those same three days he was looking for and found an apartment and filling out late registration papers

UCR

For more information and if you want to contribute to his defense fund write to;

NAACP Barstow Chapter

27965 Panamint

Barstow Cal. 92311

Juha Kuoppamaki displays art

Rob Blakely

If you read the **Pawprint**, last issue, you might have noticed a little one line notice: Senior show opens, LC - 4th Flr. It describes a rather involved event.

A senior show is one of those department requirements for a degree in art (no pun intended). All art majors must present a series of works for review and showing in their senior year. It may take several months to prepare this, involving the production of a number of new pieces. This takes lots of hours. Aside from certain questions of professionalism, it is the equivalent to a field examination for the degree.

The artist, in this case, is Juha Kuoppamaki, pronounced you-ha . . . ah (you'd never get the last name anyway). His concern is figurative painting, as the show reflects. It consists of two self-portraits, the head of a woman, a jar, an egg, two men, and the painting shown here.

Juha states that he uses his figures mainly as allegory. The nude he described as being on the relationship between man and woman. He is, however, freeing himself of the model lately, pulling his forms from his head. The woman's head is an example. As to where he is going? He says he doesn't know, but his interest is still primarily the figure.



Photo by Mark Biddison

Corderman Bleeds

BLOOD DRIVE

Another successful blood drive is behind us and we now have 84 pints of blood in our reserve fund. Thanks to those 84 donors who rolled up their sleeves on November 18 in order to insure a free supply of this life-saving and expensive commodity for their fellow human beings. Someone, sometime will need blood. It may be you, a parent, sister, brother so thanks to these few donors (84 out of a college population of over 2,000), everyone in the college community plus their immediate families are insured.

A special thanks to members of Circle K Service Club who manned the sign-up and refreshment tables, and did their best to convince everyone that they would never miss a pint of blood.

"Caine Mutiny" at Ahmanson

Center Theatre Group, as a special Christmas theatrical treat, is offering reserved student-tickets at a reduced price of \$2.50 for the December 20 thru January 1 performances of "The Caine Mutiny Court-Martial," starring Hume Cronyn and John Forsythe, now playing at the Los Angeles Music Center's Ahmanson Theatre. A controversial and fascinating drama of military authority, the play was adapted by Herman Wouk from his Pulitzer Prize-winning novel "The Caine Mutiny."

The CTG attraction, directed by Henry Fonda, also headlines Andrew Prine, Joe Don Baker, Edward Binns, Paul Stewart and Bruce Davison. The entire cast is composed of accomplished stage, screen and television actors doubling up on their regular schedule in order to appear "live" at the Ahmanson.

Reserved student-tickets for "The Caine Mutiny Court-Martial" can be obtained at the Music Center box office in advance of or at the time of performance. Mail orders

will also be accepted. Send mail orders to: Center Theatre Group, 135 N. Grand Ave., Los Angeles, CA 90012. (I.D. Required)

"Martial" is a compelling story of a veteran Navy captain whose war-time command is usurped by his rebellious crew. Performances at

8:30 Monday thru Saturday with matinees Thursday and Saturday at 2:30. The production runs thru January 8.



Hume Cronyn and John Forsythe engage in verbal fencing in Center Theatre Group's "The Caine Mutiny Court-Martial," Herman Wouk's drama playing at the Ahmanson Theatre now thru Jan. 8. Henry Fonda directed.

Holcomb speaks

By Bob Corderman
Chief Staff Writer

"The quality of ideas in the younger generation is our hope. They awakened America to Vietnam, but put everything towards that one issue and let all the others go by default."

That was how Robert Holcomb, mayor of San Bernardino, concluded his talk concerning "Politics by Default" last Friday in PS-10.

He stated "Americans let too much politics go by default. They only seek out the sensational, and let major decisions pass, without looking behind the scenes. They don't ask intelligent questions, particularly the young people."

"I am disappointed in the number of young people that have registered to vote in California. Their political interest seems to fluctuate in short periods of time."

He said earlier in his talk that "Politics by Default" is caused by apathy, letting things go by without doing anything. "Most Americans, though concerned, are not getting involved in politics to the extent that they should. They only vote in a major race or an individual issue. Most of their interest is focused on

national elections, while very little is found on the local level. Emotional issues, such as bussing, get a large response, but I seriously doubt that more than fifteen or twenty people would come to a meeting concerning the improvement of the police department, except for those who were directly involved."

Holcomb, who believes that there will be "much better government if my personal philosophy takes", stated "It is my personal belief that troubles will not change from top to bottom, but from the bottom up. The federal and state governments must play a role, but they need local government to deliver and administrate programs."

The mayor cited one of San Bernardino's problems as being its seven councilmen, "who want to divide their funds, like a pie, into seven equal pieces. When money should be spent according to priorities, it is now being used to repave streets."

Holcomb does see change for the future though, "In the major cities, there will be great liberalism, or we will go up in smoke".



Photo by Mark Biddison

BSU Play reviewed

By Marvin Gaines

Yesterday, Today, and Tomorrow, a play given by the Black Students Union at Cal State San Bernardino on November 24, was an immediate success.

The play presented three scenes of the past, present, and future living conditions of the black race. The scenes of yesterday reflected the dress, dances, and gospel songs of the 1920's. The scene of today depicted contemporary black music and dances which included a mock-up scene of the Frankie and Johnny story -- which was the best scene in the play. The scene of tomorrow presented some of the changes made in government with a black president of the United States.

The play emphasized the importance of the store front church, as a center of brotherhood in the Black community. The church of "What's Happening Now," revealed how the gospel is the Black man's weapon: his peace even with all the

burdens put upon his shoulders. The gospel is our language to speak or sing, it is a means of communication in our "Black Masses."

The end of the play came with the singing of the black national anthem, "Lift Every Voice and Sing."

Special recognition should be given to Bernetta Major, Robert Rosale, and Marvin Thomas for their parts in the play. Bernetta was the soul of the show with her singing and music. Robert was magnificent in his role as Reverend Leroy of the church of "What's Happening Now". His sermons were really together. The single solo, "How Great Thou Art," delivered by Marvin Thomas, had a hypnotic effect on the audience.

In addition to these three cast members, credit must also be given the cast as a whole for a job well done.

The success of the play depended on all who supported it.

Final schedule

FINAL EXAMINATION SCHEDULE

Fall 1971

Wednesday, December 8, 1971

Classes scheduled to meet two hours a day on Monday and Wednesday will take their final examinations on Wednesday, December 8, at their last scheduled class meeting.

Monday, December 13, 1971

Examination time	Classes meeting at:
8:00 - 10:00	8:00, 4 days a week or more, plus TTh at 8:00 to 9:50
10:30 - 12:30	11:00, 4 days a week or more, plus TTh at 11:00 to 12:50
1:00 - 3:00	2:00, 4 days a week or more, plus TTh at 2:00 to 3:50
3:30 - 5:30	5:00, 4 days a week or more, plus TTh at 5:00 to 6:50
7:00 - 9:00 p.m.	G.S. 101, Freshman Composition, PS 10

Tuesday, December 14, 1971

Examination time	Classes meeting at:
8:00 - 10:00	9:00, 4 days a week or more, plus TTh at 9:00 to 10:50
10:30 - 12:30	12:00, 4 days a week or more, plus TTh at 12:00 to 1:50
1:00 - 3:00	3:00, 4 days a week or more, plus TTh at 3:00 to 4:50
3:30 - 5:30	G.S. 190, Studies in Philosophy, PS 10
7:00 - 9:00 p.m.	7:00 p.m.

Wednesday, December 15, 1971

Examination time	Classes meeting at:
8:00 - 10:00	10:00, 4 days a week or more, plus TTh at 10:00 to 11:50
10:30 - 12:30	1:00, 4 days a week or more, plus TTh at 1:00 to 2:50
1:00 - 3:00	4:00, 4 days a week or more, plus TTh at 4:00 to 5:50



Photo by Mark Biddison

CAN QUICK SAND – Patty Erickson and Jane Warner's ecology project, for GS 108, containing cans, that they collected along Waterman Canyon and Vista Point, and the great American Dummy, waving his stars and stripes as he sinks. Coors, alias "Breakfast of Champions", provided the largest portion of the 417 cans.



Photo by Mark Biddison

wind

Soft breeze blowing through my hair
 Waving strands lazily across my forehead.
 Grains of sand trickle from smooth eye sockets,
 Lifted by gentle fingers of air.
 Strong scent of dry air assails my nostrils.
 Awake again!
 Is it tomorrow, or forever?
 The sun on bleached femur feels like yesterday,
 But those magnificent purple breasts
 In the distance have sagged.
 Yet look, the tumbleweed is still there,
 But I don't recognize that bird.
 How beautiful to see and smell and hear and feel again.
 Again I laugh -- the laughter of the joy
 Of knowing the *scheme* of life.
 But again I have laughed too loudly --
 Life has heard me laughing at her again.
 Death too undisciplined, wide eyed, romantics!
 But I laugh harder.
 I am Free
 Far beyond death
 All the way to life itself.
 I smell the wind coming again;
 It always comes.
 I hear the sand swirling about,
 Polishing, repressing these old bones.
 But no matter;
 The sand filling empty sockets, removing all senses,
 Returns me to you.
 Again to drink the ever fresh, clear
 Water of your eternal love.

Mark Biddison

Anti-theater

By Frank Campbell
 Assistant Editor

Eight Drama students presented the first part of an Anti-Theater production Monday in the CSCSB theater.

Student written, directed, lighted and produced it was a smash success. The capacity audience reacted with thunderous applause after each of the seven skits entitled "Change of Time."

Second part of the production, presented Tuesday, will be reviewed in the next issue of Paw-print.

Barbara Nichols, Larry Brown, Marvis Kisselburgh, Joan Neumann, Diana Knapp, Carol Hanzlik, Phil West and Peggy Bruce Peden acted their heads off in a production that would raise gooseflesh on a wooden Indian.

The first skit, "Genesis," was

a tour de force in which the eight depicted the formation of the world, man, animals and all the creatures in prose, song and choreography.

From the first skit to the final scene, the progression was upward.

The final skit, featuring a filled coffin, ended on a high, humorous note that found the audience leaving the theater chuckling.

In addition to taped music which highlighted the action, color slides were projected on a screen in counterpoint to the talented interpretations taking place on the stage.

Technical staff included John Archer, Marcia Clark, Linda Gausmel, Ron Linares, Michal Martin, Judy Vincent, and Teri Wichersham.

If you saw it, you know it was great. If you didn't -- ask someone who did!

Pollution

CSCSB speaks

By Patty Gorman
Staff Writer

Bill Landers is a graduate and a political science major. He is concerned about pollution in the respect of big business. "Having been through political science, I believe big business should be stopped. Big business is putting cars out. We should go to the top (or the pollution problem) and control there. This three and four cars to a family is nonsense." Mr. Landers "certainly would" give up his driver's license for a rapid transit system, if it were really efficient. He'd definitely like to see more development on the steam engine.



David Harvey, a Junior and a social science major, is "definitely" concerned about the ecology problem. He occasionally rides his bike to school, but usually drives a car, "because San Bernardino valley is so smoggy that if I rode my bike everyday, I'd probably shorten my life by ten years." Dave feels a carpool is "too much hassle", because he likes to come when he wants. However, he often takes people to school. He would be unwilling to give up his driver's license if an efficient rapid transit systems were put into effect, "because he likes to drive."



Steve Justice, a Senior and political science major, is "very much so" concerned about pollution. "I don't think we're going to be here another 10 years." He drives a car because he's a life insurance salesman and it's difficult to get around on foot. He would be unwilling to give up his driver's license because it's impossible for his business. The rapid transit system "wouldn't be efficient for his case."



A Sophomore English major, **Julie Grizzle** is "yes" concerned about pollution. She drives a car "because it's easier than hitchhiking". However she had been walking and riding her bike for economic and ecological reasons. When asked what good she thought one person could do, Julie answered, "every little bit helps; set a good example." She would give up her driver's license for an efficient rapid transit system.



A Senior and sociology major, **Phil Landers** answers "yes" to the question of concern about ecology. She and her brother come to school by car "because it's too far to walk (she lives in Riverside)." "She hasn't joined a carpool because there was no people at her time. Miss Landers would be willing to give up her driver's license for a rapid transit system because it would "help solve the smog system." She added, I learned to drive a car when I was 35, so I don't think I'd miss it!"



Photos by
Mark
Biddison



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PANIC

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15212.

THE COLLEGE PLAN for THE COLLEGE MAN



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After layout, the staff
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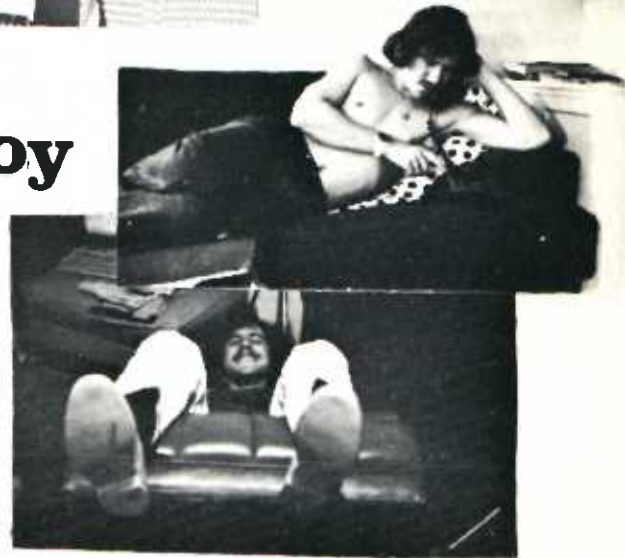


Photo Essay
by the vain
Mark Biddison



Bus. Mgr. Zielaskowski after work



Pawprint "Killers"

ASB Civil War

By Jim Yee

WHY DOES the AS Executive Council hold its meetings at 6 P.M. in the evenings? Are they fully aware that there are very few students around at that time of the night? Answer: Does the wind ever blow through here?

SOME OF the AS officers have told me that the reason the 6 P.M. time was selected was because this is the only time when none of the officers have conflicting class schedules. This shallow rationale should only serve to point up the ~~selfish~~ self-serving arrogance of the ASB officers in their total disregard for the students of CSCSB whom they supposedly represent.

ANOTHER REASON GIVEN, along the same lines, is that this is the only time of the day when all the students are available to attend the meetings. The feeling among the officers is that if the students are truly interested in council business, they should forego their jobs, their families, their dinners, and stay around the campus until 6.

THERE ARE several fallacies in this 6 P.M. argument, if argument it is, and not the excuse it appears to be. First, taking the argument that any other time conflicts with the class schedules of the AS officers: need I remind them that they pledged to serve the students of CSCSB and not their own self-interest when they entered public office. If their duties interfere with their personal activities, then perhaps they should resign; in fact, they would be more honest if they did. Second, if in theory all the AS officers are available at 6 P.M., why then are there only a handful of them attending the Executive Council meetings? At the meeting I attended last week there were only 7½ AS officers present (Breck Nichols came in late). Where were the other twenty or so? Third, the ASB officers are engaging in an absurd exercise in self-delusion if they really believe their meetings are so important as to keep students hanging around this campus until 6 P.M.

THE MEETING I attended showed me very little and forces me to re-evaluate the very need for any ASB offices of any kind, if the conduct of the council was typical of what goes on at these things. The first five minutes was wasted in parliamentary maneuvering by the various student officers.

WHEN Breck Nichols came in later, the Judicial Representative moved that the council censure Breck Nichols for failing to remember to invite the chief of the campus State Police to the meeting. The argument went as follows:

Jud. Rep.: Why isn't Kadyk here?

Breck Nichols: I'm sorry, I forgot.

Jud. Rep.: Why did you forget?

Breck: I said I was sorry.

Jud. Rep.: That's not good enough. I don't want this sorry business.

Breck: I'm sorry, I said. I apologize. It was my fault, but I just forgot. Okay?

Jud. Rep.: No, it's not okay. I want Kadyk.

Breck: (Kind thoughts.)

THE ASB Vice President, sitting in for the tardy Breck Nichols, tried to turn his chair over to Breck:

VP: I make a motion to adjourn the meeting.

Jud. Rep.: The chairman cannot make a motion.

VP: What do I do then?

Jud. Rep.: The chairman can entertain a motion.

VP: The Chairman entertains a motion to adjourn the meeting.

Senior Class President: Wait a minute! I want to be sure it doesn't stay adjourned.

VP: All right, the Chairman entertains a motion that this meeting be adjourned so Breck can take over as Chairman.

Jud. Rep.: Wait a minute! I want a vote on my motion to censure Breck Nichols.

Chairman: (More kind thoughts)

AFTER ALL the proper parliamentary absurdities were formally observed and the meeting adjourned, Breck Nichols sat in silence for a moment, as if entertaining thoughts of going home and forgetting the whole thing. But, finally, finding an inner reservoir of strength, he called the meeting to order again. Whereupon the judicial representative again called upon the council to censure Breck Nichols for forgetting to invite Capt. Kadyk.

THIS WENT around the room for a while, with tempers starting to itch and tongues sharpening in acidity. Several of the officers began to look embarrassed and threw glances at the audience (there were two in the audience, not counting this humble scribe) as if wishing there were no witnesses to this charade of responsible student government.

AS THE MEETING progressed it soon became evident why the council would prefer few if any witnesses to their activities. If the topics under discussion had not been strictly an internal matter, I could step on many toes by publicizing some of the things that went on. But I will give you readers a hint of a few items you may be interested in:

1. Did you know CSCSB paid a band at the last concert on this campus over a hundred dollars just for driving up to the school? The band didn't even play. That same concert cost the students of CSCSB well over five hundred dollars!

2. The council appointed themselves as an interim Activities Committee in the wake of a minor scandal.

MOST OF the talk, when not focused on the clash of personality cults and other social amenities, revolved around the twin idols of "funding" and "expenditures". The discussions here can be summarized in one sentence: How much do we have and how are we going to get rid of it?

THE AS Executive Council and other student groups are busily spending student funds, yet few students are even aware of it. Just because the Federal Government runs this way is no reason why we should allow our student government to mimic their elders. If there were more witnesses at these student council meetings perhaps there would be less of this sort of thing going on. What I have related here are only those things I can publicize without hurting the feelings of some guilty or innocent parties. If students could go to these meetings they would understand what I am talking about.

ONE CONSTRUCTIVE suggestion I can offer is that the AS Executive Council meetings should be held at noon in the patio of the cafeteria, with microphones and loudspeakers set up so that the business of the council becomes public knowledge, not the semi-clandestine cabal it presently is fast becoming.

In case you're wondering, those in attendance were the following: Breck Nichols, Susan Garcia, Tom Heitko, Jeff Sousetein, Mary Sessoms, Jim Robertson, Don Dibble, Jim Roddy, and two long-haired radicals.

Sessom expounds on government

By R. Scott Mackey

Since the presidents of the Senior and Junior classes have been recognized and interviewed in a previous issue, it is felt that equal recognition and opportunity to

grace the pages of our redoubtable rag should be given to the Sophomore class president, Mary Sessom. The following excerpts are from an interview conducted last week.

Q. "What gave you the big desire to involve yourself in student government?"

A. "It wasn't so much a big desire to be president of the sophomore class. I had been in student government previously, and my decision to become part of the student government here was part of a continuing involvement."

Q. "What do you wish to accomplish in your present position? Do you have any aims or have you set certain goals?"

A. "Primarily, I have felt that the Sophomore class should be brought together so that it might function in unison as a class. This is something that has never been done before, and there is no reason why a class could not be unified if a president wanted it to be."

Q. "What is your concept of class unity, and what does it involve?"

A. "The unity pertains primarily to activities, student services, and things of that nature. I was going to have a committee of sophomores work on compiling a Student Directory this year, as well as taking part in other services. Last year I helped to organize the Freshman-class-sponsored dance/concert, as well as several other activities."

Q. "Since you became the Sophomore president in June, what have you done within the student government itself to promote class unity?"

A. "I talked to my vice president about some of the ideas I had, and he seemed quite interested. Since I have neither a secretary nor a treasurer through which to coordinate any kind of effort, my vice president and I decided to speak to members of the class on an individual basis."

Q. "What kind of response did you get from them?"

A. "They expressed interest in some of the ideas, but the great majority weren't willing to become involved in specific activities or services. I called a class meeting, but nobody came. I was the only one there. I was unbelievable! I talked with Tom (Leitko) and Jeff (Sonstein) about it, and they said they weren't going to call class meetings because it's a waste of time. They had met with a similar lack of response when they had tried to call class meetings in the past."

Q. "Have you adopted a different strategy now?"

A. "Yes, I've decided to work within the Executive Cabinet instead of the class. Obviously the 200 plus sophomores don't care about what goes on, so I have modified my goals somewhat and decided to work for the good of the student body. All of us in the cabinet feel this way. In view of the apathy of the students, we've decided that the only way for the student government to maintain any degree of relevancy is to work together as a collective body of representatives in the Executive Cabinet rather than as individual class officers."

Q. "Would you be following the same general systems of student government operation as we've always had?"

A. "The trend in student government now is to abolish or at least extensively revise the present system of class officers being elected by and representative of a particular class. This obviously is ineffective, and we have in mind several alternative systems. We have seen through experience that we can accomplish very little within the present government."

Q. "Can you be a little more explicit regarding the 'alternative systems' you mentioned?"

A. "They all conform to certain general principles, but they have

distinguishing characteristics too. One system involves the formation of a large senate, the members of which would each represent about 100 students. This senate could elect a steering committee of 3 or 4 persons to implement decisions or policies made by the senate. This steering committee could be elected either by the senate or by the student body as the senators themselves were elected. If this system isn't feasible, we'd like to go into a divisional representation system wherein representatives would be elected from each academic division on campus. This would be based on the number of students in each division, so that there would be a certain number of people from Humanities, the Social Sciences, and Physical Sciences elected by the students within these divisions. These systems are just proposals, that is, ideas that have been discussed within the Executive Cabinet."

Q. "How could these ideas go from theory into actual practice?"

A. "The first step would involve rewriting the present student government constitution. We'd have to form a committee to do this. The Executive Cabinet would approve volunteers to be on this committee, but the whole effort would be subject to the approval of the administration."

Q. "Do you think that the administration would go along with such a sweeping change in the student government structure?"

A. "The constitution rewrite committee would have to come up with a draft of a new constitution, and it would have to be presented to the administration for their consideration. They would have the power to make us modify the draft if they didn't think that we presented a workable system."

Q. "Could public opinion, that is, the opinion of the student body, those people most affected by a change in structure of student government, have any influence here?"

A. "Certainly. If a new draft of the constitution could be presented to the students as well, and if this new draft met with considerable approval there, it's chances of being approved by the administration might be much improved. The Executive Cabinet feels that many changes need to be made in the student government to make it relevant to the particular situation on this campus, and we would hope that the administration also sees the need for change and would permit us to reorganize student government so that it might function for the benefit of all concerned."



Kate Wilson "human basis"

By Claudia Lee
Staffwriter

Kate Wilson, is a tall attractive brunette, who interviews applicants for financial aid at CSCSB.

The 28 yr old Miss Wilson, received her B.A. in political science from American University & her masters from George Washington University in Washington D.C. She has been at Cal State for a little over a yr and says that she likes the campus because of its casual atmosphere.

Miss Wilson is eager to help any student with financial problems through "work - study programs, state grants, loans, or scholarships. Aid covers fees, books, tuition, & even toothpaste." Eligibility is determined by financial need.



Factors considered are job status, employed spouse, & eligibility for the G.I. Bill. Miss Wilson is concerned with all financial problems but regrets that only the "neediest will get priority."

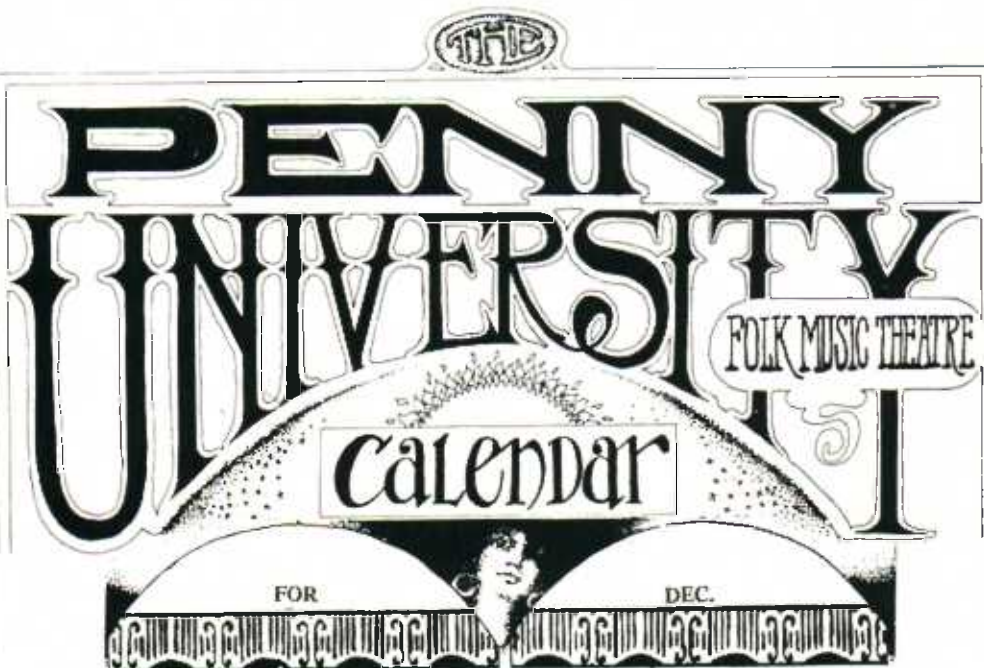
Miss Wilson says that the interviews are kept on a human basis. Currently there are 500 members of the student body at CSCSB on some type of financial aid program. Very few people who receive aid live outside of the San Bernardino area. Miss Wilson's office is located in the student services building. Her hours are from 8:30 am to 5:00 pm. Miss Wilson's congenial personality, makes her easy to talk with. She is understanding and easy to relate to. If any student has a financial problem or any questions about the aid program he should not hesitate to see her.

Photo by SUE BOLGER

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LA RAZA

By Alvino Mirabal

I have thought, at one time or another, that perhaps my preoccupation with the significance of the distinct nature of our raza in the Southwest was pointless, little more than an empty intellectual exercise. Wouldn't it be better, I felt, instead of asking questions about ourselves, to plunge into the fight, to join the movimiento and begin to grapple with the realities of our situation. Yes, it was a time for action, and through action we would distinguish ourselves from other peoples. Our creations would define us. But the movimiento itself, in its quieter moments, must face the questions of, "Who are we, and how do we fulfill our obligations to ourselves?" Before we can begin the process of creating and formulating la vida nueva, we must become aware of our past, within the boundaries of our psyche. Our objectives must now be stated, opened to inspection, understood, and desired by our raza and must emanate from the uniqueness of la raza of the Southwest.

Whenever we have gathered in conversation round the perennial topic of "Who are we?" we very soon discover that there is little in our experience as a minority group in the United States to help us explore this question. We know little, if anything, about our past; our present condition is only now being brought to light; the future is ambivalent. The learning institutions which we have attended have made no effort to prepare us for this discussion. In fact, these institutions have served the purpose of putting us in the quandry in which we now find ourselves. Even the language we use in our conversation - English - makes it difficult for us to explore our innermost thoughts, and the thoughts and feelings of the older ones among us, especially the ones closer to Mexico.

We are a raza of mutes. Unable to express our thoughts, love or hate, joy or sadness, anger or tranquility, we choke in mute frustration. At least we did until recently. The movimiento has taken as part of its basic rhetoric the cry of "give us back our language, queremos hablar espanol como nuestros padres," and Chicano Studies departments throughout California have developed Spanish classes. At last, a ray of hope - a very dim ray, it seems, because many of the programs are little more than lip service to the teaching of Spanish to our raza students, and because many of our raza students are hesitant to attend classes in which they must study grammar, do homework, and learn a foreign language! The inescapable fact is that the people in the movimiento have not come to grips with whether or not they really want to maintain cultural singularity.

Another problem that always emerges when we gather to converse about the definition of Chicano is the uneasy awareness that we know very little about our Mexican heritage, the heritage of our fathers and mothers. Unless we can see ourselves in a historical perspective, we will not be able to make intelligent decisions about our destiny as an individual, identifiable group in the United States. We must learn about Mexico so that we can understand ourselves; we must become acquainted with the process of immigration that our parents experienced, an experience vastly different from that of any other immigrant group; we must be aware of the socio-economic problems of the urban barrios as they are reflected by the full spectrum of the community. Only with a conscious knowledge of ourselves as a people with dimension and history can we begin to grapple with the difficult task of defining La Raza.

This, however, brings us to another problem, one that has been very difficult to surmount. Learning about ourselves requires work, long hours of research, conversations, and most important of all, reading. Self inquiry is an intellectual task. The acquisition and development of intellectual skills (i.e., the learning process) should not be interrupted or put aside with every new crisis, real or imagined, that occurs on campus or in our barrios. Our Chicano students must guard against the impulse to drop their books, and neglect intellectual inquiry everytime a situation in the barrio brings forth a need for protest. There has to be a balance between the learning process and active participation in social protest activity. Involvement in one, at the expense of the other, is self-defeating. For a Chicano, education without involvement is sterile; active participation without knowledge is fruitless. We must stop to consider whether or not we really understand the significance of a conscious historical awareness of ourselves; whether we are really interested in erasing the animosity that exists between the Mexicanos from this side and Mejicanos from the other side; whether we really want to work for the maintenance of the individuality of our raza in perpetuity. Sometimes I'm not certain if we, even the most militant of us, have been able to overcome the inferiority complex and negative connotations to things Mexican with which Anglo society has saddled us.

The strong anti-intellectual trait that is exhibited by our Chicano students is not derived from Mexico. It is an inheritance from the barrio, from our demoralizing experience in this country. Very often our students unwittingly exalt this negative feeling, even glorify it as an asset, - "We can't learn anything in a white school system anyway." The harm that statements and attitudes like these do are immeasurable. It's often part of the romanticization of barrio life and barrio characteristics. The barrio is recreated in the imagination and born again in an idyllic setting like Steinbeck's Tortilla Flat.

Chicano thinkers, in the past, have always touched upon the problem of identity. It mattered little what field of endeavor they were pursuing: History, sociology, anthropology, education, or one of the arts. They all had to come to terms, sooner or later, with the complex question of defining the Mexicans of the Southwest.

Of late, the movimiento has voiced a good deal of political rhetoric about identity, much of it centered around a "grass-roots" definition of Chicanismo. One often comes away with the impression that the movimiento concept of Chicano culture is one dimensional and restricted in time and space to the folkways of the urban barrio. Any gain in economic or occupational status, as well as any effort on the part of an individual to vary from prescribed barrio norms is interpreted as a lessening of one's Chicanismo. Socio-economic attributes, rather than ethnicity and cultural attributes, become the standard by which one's Chicanismo is determined.

This type of atmosphere will make the development of a Chicano high culture extremely difficult. The movimiento clearly lacks an intellectual arm, a group of people whose purpose is the examination, refinement and description of the Chicano human condition. It would be a most difficult task, indeed, to try and promote the idea of a need for Chicano high culture in many student organizations. The role of high culture in a society is poorly understood by most people, and especially by our barrio influenced Chicano youth.

inals and commodores? Or is this his way of telling us what we should use the Pawprint for? (I suppose you and your unimaginative staff will devote your entire next issue in attacking my use of a dangling preposition instead of concerning yourselves with the real issues.)

Mayor Holcomb in his appearance on this campus last Friday spoke on "Politics by Default". If someone were to speak on the status of journalism on this campus, I suspect the title of his lecture would be "Journalism by Default", if the Pawprint can even be considered journalism.

If your paper doesn't improve soon, I may cancel my subscription, or maybe bomb your printing press, whichever is more convenient.

Sincerely and respectfully
yours,
Mr. 472-58-3371

Dear Mom

Dear Mom,

Everyone complains about prices around here, but I know a machine that will give you as many potato chip packages as you want for a dime. Well it did once.

Ever since they made those people leave that concert, I told you about before, they haven't had another.

The CSCSB or CSUSB football season will end this week with the play-offs. It's good we don't have to compete with the pro play-offs, because the pros need the support of their fans. And we wouldn't want to steal any from them.

Finals are this week; it seems that this quarter went by too quickly. I seems like I got my first "F" only a week ago.

The honorable Mayor Robert (Bobby) Holcomb spoke to ten students and five Pawprint reporters. I didn't think that students cared so much about the city government, and that Pawprint is always right on top of the big news stories.

Well, I got to go study Biology with my lab partner, did I tell you about her, we study a lot. See you Christmas.

Nam-Myo-rio-Ren-Ge-Kyo
love,
Mike

Learning

Editor:

If we wish to learn from a book we have to have a book. We also have to be able to read and to read we have to know a language. The language we use will tell us what the book says.

Some books can be read in several languages. But we need to know one of them. If our language is French we will read the book in French. If someone asks about the book we will tell them in French. If they speak German will they tell us that we are wrong? They think that the book should be read in German and talked about in German. Absurd! Some books can be read in different languages.

When someone tells you that you did not understand a book because you cannot talk about it in his language will we believe him? I don't think so.

What we learn in higher learning is different languages.

Lets say that a professor (to profess) wishes to teach a course and use aquariums for textbooks. He must first decide which aquariums (some profs write their own textbooks) to use. Then he shows them to the students. The students see fish swimming about. There are lots of fish and they can do lots of things. The professor will teach the students which of these things are important. For instance, in a political science course he would say:

"Notice class how the little blue fish stay together. They are the type of fish that stay together and move about together. None of them

is an exact leader. Now this is the type of governing that we call . . ."

Perhaps another example would be in a psychology of personality class.

"Notice class how this scavenger fish stays in this shrunken boat by himself. Sometimes he comes out of the boat but still he is alone. See he does not join the other fish. He does not care about them. He does not need them, he is used to being alone. He does not need the other fish and does not display any action that would make them feel favorably towards them. They call him a neurotic."

From these examples let it be clear that some aquariums can be read in different ways. The role of a professor is to teach which language is needed to understand the message of his subject. If the subject is sociology the students must learn the language of sociology. This is the purpose of introductory courses. The later courses will read books in the language but the introductory course must first teach the language.

If a professor expected his students in an introductory course to read books in a certain language when they only know other languages he would surely be making a mistake. The students will have learned nothing. They will never be able to read in that language if they do not learn how. They will not be able to read either in later courses or on their own. They have been cheated.

John Newsome

This has been an attack on the philosophy department.

Uni-Cops

The time has come for some unequivocal commentary about the phenomenon of police on campus - - the "unicop" - "collie-cop" movement. We shall dismiss, at the outset, the drab defense of men who need jobs, men doing their duty, and so on. The fact is that the academic community is fast becoming "ghetto-ized," victimized by the omnipresent hand of "Uncle Law."

Visit the den of our brave protectors some afternoon. Ensnared in their concrete crib, they peer like dastardly Dick Tracy, that insipid hero of the unenlightened doers of punitive deeds, out of their guarded cages. "What you

want bo'?" No, no, lest I exaggerate. Rather, they literally pounce upon one, (a frontal attack usually), three or four steps away, stand like a cross between Charles Atlas, Minnesota Fats, and "Bull" Connors, and induce the G.A.S. like Jane Fonda in clinical stance. Folks, it ain't everyday that the friend of the tots tells us how to watch the lights! Uniform, holster, mace, and grimace, big brave man growls and little citizen whimpers.

Is this how to enforce law? Dress up some ordinary man and deodorize him with hospital smells? Give frightening authority to a dude and self-inflated man? All you Christians, take heed. Your Law-Giver, your King . . . can you picture him like this? "O.K. you. Confess your sins. (His night stick waving.) Want to be saved? Down on your knees. Let's see your I.D. Your salvation card is out of date! Run a make on you, bo'. Peter? Got this X'n down here. Black hair, heeb looks, proceeding in a westerly direction. Clean? O.K., Pete. Your bill is clean boy. Just here to help."

College campuses, indeed, have become places to fear. At any moment some gorilla is likely to say, "You. Stop." Try talking to a cop in that manner. Then, while you stand there think about the psychology studies you have read. An atmosphere of fear, created by abusive authority, creates the stage for emotional reaction - perhaps violence. While big Joe law lays it on the line, think about the need for cops on campus. If you need them at a church, what do you do? If you need them at the college, why not call them? Why create an atmosphere of fear and distrust?

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Season's
Greetings

continued from pg. 14

And what happens when you dress up a goon to look like some threat? He begins to wonder. "Why is my behavior so incompatible with my goon-suit. If I wear guns, sticks, mace, and what not, why can't I shoot me someone?" And the first incident ... bang, bang, bang. And he sits in the blood saying, "maybe I shouldn't have done it." Why the deaths at Kent State? Men dressed like monkeys, asked to act like men. One incident. Men dressed like monkeys act like monkeys. Men don't kill for abusive words, bottles, and rocks.

I park on campus. The goons watch me. I walk on campus. The goons watch me. I talk on campus. The goons watch me. Me ... me. Maybe they are goons. Maybe they are waiting for something, like vultures. These, my fellows, are the makings for violence. Study the ghetto and you'll never put a cop in it. Study the potential for conflict on campus and they will never be there either.

It was said without quantification, qualification, intellectualization, rationalization, intimidation, and with some sanctification by many men in many robes, through many prayers, in many places: "Violence breeds violence." If that lacks psychological sophistication, it certainly should gain in significance.

Create the environment for violence and violence will be your bag. Goons, impolite, conceited, and usually inflated more by gas than substantial matter, are no asset to a campus. Guns are not the way to peace, cops are not the way to order. Only frustrated little bigots and deluded megalomaniacs can result from assigning to soldiers dressed to kill tasks such as keeping a vigilant eye on the current quarter's parking stickers.

Dear cops: We remind you, and you'd really better heed. You are our servants, there to protect us from violence, to assure us with security. Take the shotguns out of your cars, dress like us, think, study, and learn. Then you will

find a useful place. And while you are at it, you might work on seeing that we are not penalized an extra five dollars, over and above the traffic charges for other citizens who violate the parking laws, simply because we have the mark of students. An excellent starting point, these few facts. Now let's see if you are all so brave without guns, sticks, and mace. If not, maybe the other citizens are next. I just wonder what they would think of taxes

to support a goon patrol that spends its time driving up and down the rows of cars in the parking lot.

O. Hatzis

When two people join together
Each heart expressing deep love
for a moment of passion
The cosmos divides and
the light of creation
pours through their tangled bodies.

--- Sag



Being the adventures of a young man
whose principal interests are rape,
ultra-violence and Beethoven.



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CSCSB Dateline

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NOW THAT the quarter is drawing to a close I am getting all sorts of complaints:

Randy Jonnson asks, "Why don't they have a dollar-bill changer in the Library?"

Mrs. St. John wants to know, "When does the Pawprint come out? I can never find one."

O. Hatzis wonders, "Why do the (cops) wear side arms? Who are they trying to impress?"

Bill Smith wants to know "Why is the Pawprint so sterile? Why can't they become more political?"

Don Dibble demands, "Why isn't off-campus parking permitted on North Park Drive? It's all a big conspiracy by the Administration to make us buy parking stickers."

Everyone wants to know, "WHY IS THE PAWPRINT SO IR-RELEVANT?!"

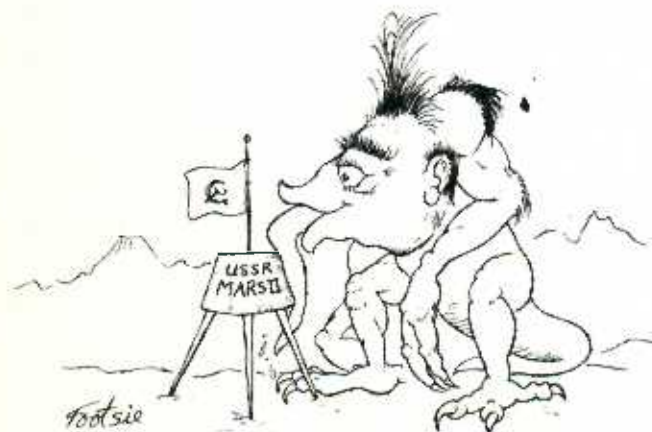
Glen Fowler asks, "What is a Pawprint?"

THE MOST OFTEN HEARD complaints are: The parking lots are too far away from everything! The buildings are too far away! The people are too unfriendly. This campus is a big Nothing!

AND NOW the good news: Did you know that when this campus is finally completed in A.D. 2050 there will be parking for 100,000? This is assuming, of course, that the smog doesn't get us first.

THE ADMINISTRATION reacted sharply to my insinuations concerning the excessive number of pencil sharpeners on this campus by pointing out that, "Sharp pencils make for sharp minds. Mr. 547-62-6266 should bear in mind that without pencil sharpeners students would not be able to sharpen their pencils."

THERE IS HOPE for Mankind! Last week one of the vending machines in the SS-building went amok and started dispensing food free. One enterprising student filled a large box full with the free goodies and took them back to the office. Unfortunately, the campus police was notified and they surrounded the building until the food was surrendered. But at least now we know where the police stand.



"Mars II reporting that surface of Mars is slightly damp."

THE MOST FAVORITE graffiti symbol in the Men's rooms is:



WHILE I AM PERMITTED to discuss graffiti, a sample from the Main S.B. Library is particularly worthy of note:

"Withdraw is what Nixon's father should have done 60 years ago." --- anonymous

I REFUSE TO ACCEPT any responsibility for the following joke submitted by John Traylor for the amusement and education of the students of CSCSB:

What do you get when you cross an onion with a garlic?
Very lonely.

(Stones and rotten eggs will be provided on the Green.)

PLEASE BELIEVE I am sincere when I wish you all a Merry Christmas! and a pleasant new year.

Richardson's
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Photo by Mark Biddison

"Vacation - Now I can finally get some sleep."